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AUTHOR	Marphatia, Akanksha A.
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ABSTRACT

The purpose of this consultancy is to strengthen the capacity of the Equity Committee of the Ministry of Pre-University and Civic Education (MEPU-EC); to be more effective, visible, and dynamic in promoting girls' education; and decrease educational disparities between rural and urban areas in Guinea. This technical assistance and training plan is preparing members of the committee for subsequent long-term technical assistance. A detailed evaluation was conducted on the Equity Committee's organizational and planning capacities. This technical assistance project report is divided into four chapters: (1) "Introduction" (Available Resources and Evaluation of the Capabilities of the Equity Committee Members; Evaluation of Organizational and Strategic Planning Skills; Committee Member Capabilities; Training Plan; Training Sessions Conducted); (2) "Feasibility Study--Building Synergy in Partnerships" (Context; Analysis; Overall Analysis); (3) "Recommendations" (Training; Follow-Up and Evaluation); and (4) "Scope of Work for USAID Technical Assistance to the MEPU-EC Equity Committee" (Objective; Background; Expected Results; Training; Evaluation of Organizational Ability and Strategic Planning; Deliverables; Relationships and Responsibilities; Period of Performance; Language Requirement; Logistical Support; Documentation Available from USAID Guinea and WIDtech). Contains five appendices:(1) persons interviewed; (2) report on training sessions conducted; (3) meeting with Plan International Guinea; (4) bibliography; and (5) statement of work. (BT)

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Technical Assistance and Training Plan to the Ministry of Pre-university and Civic Education's Equity Committee in Guinea

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1717 Massachusetts Ave. NW, Suite 302, Washington, DC 20036 USA
Tel.: 202-332-2853 FAX: 202-332-8257 Internet: WIDinfo@widtech.org

A Women in Development Technical Assistance Project

Development Alternatives, Inc. • International Center for Research on Women
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USAID/WIDTECH Technical Assistance and Training Plan to the Ministry of Pre-university and Civic Education's Equity Committee

by

Akanksha A. Marphatia, Consultant

International Center for Research on Women

August 2000

WID TECH

A Women in Development Technical Assistance Project

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ACRONYMS

ADB	African Development Bank
AED	Academy for Educational Development
AGFC	Guinean Association of Women Researchers
CDIE	Center for Development Information and Evaluation
CIDA	Canadian Agency for International Development
CNCESE	National Unit for Evaluation of Education Systems
Committee	The Equity Committee (technical team and advisory council)
DPE	District Education Office
DPSP	District Planning and Statistics Office
EDC	Education Development Center
FAWE	Forum for African Women Educationalists
FEG	Forum of Guinean Women Educators
IEC	Information, Education, Communication
MEPU-EC	Ministry of Pre-University and Civic Education
METFP	Ministry of Technical and Professional Training
NFQE	Basic Quality and Equity Levels Project
NGO	Non-government Organization
SAGE	Strategies for Advancing Girls' Education
SSP	Statistics and Planning Service (Unit)
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nations Agency for Population
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEG	World Education Guinea
WFP	World Food Programme
WIDTECH	Women in Development Technical Assistance Project

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CHAPTER ONE
INTRODUCTION

PURPOSE

The purpose of this consultancy is to strengthen the capacity of the Equity Committee of the Ministry of Pre-University and Civic Education (MEPU-EC) to be more effective, visible, and dynamic in promoting girls' education and in decreasing educational disparities between rural and urban areas in Guinea. In addition, this technical assistance and training plan is preparing members of the Committee for subsequent long-term technical assistance (one-year period).

EXPECTED RESULTS

The consultant conducted a detailed evaluation on the Equity Committee's organizational and planning capacities. Subsequent training sessions and the implementation of recommendations will strengthen these capacities.

The following areas were examined:

- Available materials and resources;
- Organizational and strategic planning abilities; and
- Individual member capabilities, especially with regard to effective use of available resources (equipment, computers, and personnel).

The following were also expected results:

- An interim training plan and final training report to strengthen the skills of the Committee;
- Two feasibility studies addressing the Equity Committee's collaboration with organizations working to achieve equity; and
- A scope of work for a technical advisor for one year.

Since its creation in 1991, the Committee has undergone significant changes. Today, the Committee is at a pivotal point in its development. This technical assistance plan takes into consideration the capabilities of the Committee members and the constraints that impede the Committee from effectively implementing the national education policy with regard to equity (gender and urban versus rural).

In 1991, the Equity Committee greatly benefited from the support of the Minister of Secondary Education, Aicha Bah, and served as an important advisory council to MEPU's Steering

Committee. The main activities undertaken by the Equity Committee include a pilot awareness campaign aimed at promoting girls' educational issues in eight prefectures with the support of USAID in 1993. The campaign successfully mobilized two education promoters in each prefecture to facilitate contact with parents, religious leaders, and other influential people to promote girls' education. The evaluation conducted by USAID in 1997 and a study in January 1998 by the USAID Center for Development Information and Evaluation (CDIE) attest to the campaign's success.

In 1994, the Minister of Education created a permanent delegation for the Equity Committee and appointed a coordinator and five members. At the beginning, the government's policy of encouraging girls' education met with reticence from traditional leaders, public figures, and religious folk. The situation has evolved, in large part as a result of the efforts of the Equity Committee. The proliferation of NGOs and other domestic and foreign groups working in this area exemplifies the positive impact the Committee has had in promoting girls' education. Since then, with no operating budget and in the absence of a strategic plan and key human resources (most of committee members work only part-time), the Committee has undertaken only random, short-term projects with financing from NGOs and donor agencies. Its role in the governments decision-making process with regard to equity has been significantly diminished.

Meanwhile, in 1997, USAID began its Strategies to Advance Girls' Education Program (SAGE), implemented by the NGO Plan International Guinea. Under the auspices of the SAGE program, Plan held a national forum and created a national working group to develop a national strategy for girls' education in the country. The Equity Committee provided moral support and participated in all the seminars held under this initiative, but its current role is yet to be defined. Today, the link between the Equity Committee and the SAGE initiative, both funded by USAID, has yet to be defined. The objective of this technical assistance should be the integration of these initiatives in USAID's overall goal of promoting girls' education in Guinea.

The role of the Equity Committee is still unclear because of delays in key administrative processes and the ambiguity of its responsibilities. In spite of these obstacles, everyone contacted (including the members of the Committee), whether from the public or the private sectors, stated that the Committee has a role to play in the field of education and in the promotion of equity in Guinea. However, MEPU-EC has not made resources available to the Committee (other than providing for the Committee member salaries and an office) for day-to-day operations and for implementing programs.

The major obstacle is that support, at the programmatic and budget levels, is provided only through selective financing by donor agencies (USAID, UNICEF, UNESCO, World Bank, and the African Development Bank). Although restricted, this financing has been a significant factor in launching activities and in strengthening the Committee when it was created. Today, however, nine years after the Committee's inception, such short-term financing has a negative effect on the sustainability of activities and on the visibility of the Committee at the community and village levels.

Despite these administrative and financial constraints, the Committee has implemented some activities. It has distributed 1,400 awards to the "best students, parents, teachers, and directors"

(financed by USAID); assisted in the distribution of school supplies to 55,000 girls in 17 prefectures with low education rates (carried out by the African Development Bank); published a bulletin, "Girls-Education"; organized a roundtable to develop a spirit of partnership with relevant inter-governmental organizations and NGOs (supported by UNICEF); conducted an awareness campaign and follow-up research; and prepared education modules to promote girls' schooling (undertaken by UNESCO). In 1999, several partners, including UNICEF, UNESCO, UNFPA, and World Food Programme, pronounced their interest in working with the Equity Committee. However, as long as the role of the Committee remains unclear, its contribution to such projects will be only short-term activities.

Aside from professional development through training, collaboration with partner agencies remains the best means to strengthen the Committee. As the Committee begins to undertake two of its largest projects, the potential for making it an effective and full partner is promising. The first activity is under the aegis of the World Bank education program. In December 1999, the Committee created decentralized structures—subcommittees and school-level equity clubs—in 10 prefectures throughout the country. The second activity is the UNESCO Counseling and Orientation of Girls Program. The Committee will disseminate materials through training of trainer sessions with partner organizations.

Although the idea of involving the Committee in these two projects is a good one, projects of this scale require immediate strengthening of the Committee's capacity to (1) manage projects and resources; (2) mobilize resources; (3) mobilize communities; and (4) provide district- and community-level training. It is strongly recommended that training courses corresponding to current activities be developed (see Ms. Boyle's evaluation report). The learning curve will be much higher if the Committee is able to link the concepts learned in the training to its activities.

Despite many constraints, the commitment of Equity Committee members to promote girls' education is indisputable. Members have invested (at times, with their own resources, such as use of Passy Kourouma's telephone and car for Committee activities) in the Committee's success and want to improve equity in Guinea. Once administrative procedures are determined and full-time members are made available to the Committee, it will be able to fulfill its role as an advisory council to MEPU-EC and advocate the implementation of a national policy on girls' education.

AVAILABLE RESOURCES AND EVALUATION OF THE CAPABILITIES OF THE EQUITY COMMITTEE MEMBERS

The Committee's ability to use the human, material, and financial resources detailed in the table below is, rather, a question of the availability of these resources. The Committee's office, where it has been since September 1999, lacks the essential materials required to carry out work in an effective, uninterrupted, and sustainable manner. The telephone does not work (at this time, the Committee uses Passy Kourouma's cellular phone, when it works), so the Committee's ability to set up meetings, contact other organizations, and follow up on projects is significantly affected. Despite these problems, the director and other members of the

Committee succeeded in organizing meetings for the consultant, but not without persistent delays and a significant loss of time.

Available Materials and Resources

The office comprises a large room with six desks; a restroom that is shared with the National Committee on the Evaluation of the Education System (CNCESE); and a smaller office with three desks, two armchairs, and a cabinet.

Table 1: Available Materials and Resources

Type of Logistical Support	Material Availability	Condition	Providing Office
Telecommunications	Telephone, fax,	(Ms. Kourouma's portable)	Office Manager MEPU-EC
Computer Services	3: 1-Macintosh; 1-Compaq; 1-laptop Toshiba	Compaq in good condition; others need repairs	Head of Computer Center; donor agencies
Printer	1	Good condition	Head of Computer Center
Scanner	HP ScanJet 3C	Good condition	UNICEF donation
Photocopier		At the MEPU	MEPU
Typewriter	1	Good condition	
Paper		On site	MEPU
Air-conditioners	2	Good condition in one room, the other is broken	Office Manager
Office Furniture	5 chairs, 3 armchairs, 1 rolling chair; 7 desks; 2 cabinets; 1 radiator	On site	
Equipment for the Awareness Campaign	1 television 2 VCRs 2 cameras 2 blank cassettes several recorded cassettes 1 stereo 1 generator	Good condition 1 needs repair 1 needs repair Good condition Good condition Good condition Good condition	Consultant Tintin Bo Elongo has had 1 camera and 1 VCR since 1994
Water	—	—	
Electricity	Outlets installed	Connected	

The Committee organized several meetings with representatives of different ministries, NGOs, and donor agencies to introduce the consultant to the environment within which it works. Although all of these meetings were informative, it would have been preferable if the consultant could have met more donor agencies (especially the World Bank) and NGO representatives at the beginning of the consultation. This would have facilitated the development of a comprehensive partnership plan to help guide the Committee in coordinating its current and future activities. It is recommended that the proposed long-term advisor work with the Committee to identify the goal of these meetings from the beginning and that he or she attend the appointments without being accompanied by a Committee member.

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Ms. Doumbouya and the Secretary, Nagnouma Sidibe, are the only members on of the Committee with knowledge of computer programs (Microsoft Word and Excel). It was suggested that the consultant conduct a Microsoft Office training session. The unavailability of properly functioning computers posed a larger problem, and although there is a computer training center at the Ministry of Education, at the time of the consultancy it was closed because it was relocating. Ms. Sidibe uses the only one of three computers in the office that works, and Ms. Doumbouya uses the computer and printer in the Statistics and Planning Service, which is 10 minutes away from the Committee. Although the members are able to update the reports and submit RFPs, their work off site greatly affects their availability for meetings at the office, their capacity to contact other organizations, and their ability to meet deadlines.

To effectively assess the organizational capacity of the Committee, the consultant carried out training sessions to help define the role and responsibilities of the Committee. The objective was to review the decree and mission instituting the Committee and to redefine its role, given the availability of funds. Although the training sessions were scheduled immediately after the consultant's arrival, they were held five days before her departure. At the completion of the training, the Committee was asked to prepare a brochure and an organization chart illustrating its role and institutional placement. This exercise was intended to facilitate the introduction of the Committee to donor agencies. (The World Food Programme, UNFPA, and CIDA had already suggested the need for such a brochure before partnering with the Committee.) Although Committee members had expressed their interest and desire to prepare such a brochure, the consultant cannot vouch for its completion.

The delay in the training sessions and production of a brochure indicates that the Committee needs to (1) better organize and prioritize meetings and training programs; and (2) carry out projects within a determined period of time. The latter was a concern expressed by other organizations with regard to the delay of activity reports and project follow-up documents produced by the Committee.

Aside from the concerns about the availability of equipment, there is the problem of unavailability of members. Currently, the Committee's technical team consists of six people, three of whom are still affiliated with other departments and work part-time at the Committee. Furthermore, the members of the advisory council have yet to be named, thus hindering the ability of the Committee to carry out its activities in synergy with the other government departments dealing with equity issues. As a result, weekly meetings with the technical team and monthly meetings with the advisory council have not taken place. The dissemination of information and exchange of experiences among Committee members are also haphazard and reflect the need to strengthen the organizational capacity of the Committee. The consultant drafted, together with Committee members', an activity plan to help organize the Committee's efforts. Only two of the activities were completed, as a result of the constraints described above. These were: (1) the preparation of a list of activities in progress and the means required to carry them out by the Equity Committee; and (2) the identification of partners (undertaken by the Committee Director and the consultant).

EVALUATION OF ORGANIZATIONAL AND STRATEGIC PLANNING SKILLS

Table 2 outlines the basic skills necessary to carry out activities in an efficient manner through organizational and strategic planning. The table is divided into three sections—management/ operations, advocacy and relevant policies, and program management—and includes 20 categories. The sections correspond to the Committee's roles (as observed by the consultant), and the categories under each section indicate the types of capacities required for an effective management of tasks. The table is intended to facilitate the monitoring and evaluation of the progress of the Committee in achieving its goals.

Each category is evaluated on a scale of 0 to 5, with 5 being highest score. Five signifies the Committee's ability to carry out tasks independent of external assistance. An average value of 2.5 for each category, totaling 50, indicates that the Committee is functioning at a satisfactory level. In December 1999, the sum of the categories equaled 34.5, indicating the need for continual technical support and professional development.

Through long-term technical assistance, the total should increase by 10 points every four months. This ranking will make it possible for USAID to evaluate the efficiency and impact of the consultation and therefore contribute to the decision of whether to continue the assistance. Every four months, the long-term advisor will forward the table to USAID showing the total for each category with a report on progress achieved.

COMMITTEE MEMBER CAPABILITIES

The following analysis identifies the responsibilities of each member as described in Decree No. 99 and describes their professional training. The information was obtained through interviews with each individual.

Director. *Passy Hadja Kourouma* is an economist by training. Ms. Kourouma's expertise is in educational and statistical planning, researching equity issues, and advocating policies to better address equity concerns. She delegates and coordinates all activities undertaken by the Committee.

Programs Unit. *Kadja Doumbouya* is a mathematician and tenured professor by training. Ms. Doumbouya has extensive experience in educational planning and statistics with the Statistics and Planning Service and in researching and developing policies relevant to girls' education. As Director of the Programs Unit, she guides all studies and prepares the Committee's work plans and budgets.

Jules Delamy is a teacher by profession. Mr. Delamy has experience in records management and human resources. His experience includes researching relevant policies and programs and applying strategies to equity and mobilizing funds. He assists Ms. Doumbouya in carrying out research and in ensuring the follow-up and evaluation of Committee activities.

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Table 2: Evaluation of Organizational and Strategic Planning Abilities

Category	Score (evaluated every 4 months)				
	Dec. 1999	Feb. 2000	June 2000	Oct. 2000	Feb. 2001
Management/Operations					
Leadership—Director recognized by members as well as by Ministry units and other organizations	3				
Team spirit (effectiveness of teamwork)	2				
Availability of members	1.5				
Management of human resources and finances	2				
Management of information (communication among committee members)	1.5				
Organization (weekly meetings, in coordination with current programs)	1.5				
Logistical support—one computer and one printer in good condition	1.5				
Advocacy/Policies Affecting the Committee					
Support of the Cabinet/MEPU-EC	2.5				
Status of administrative proceedings (decree submitted to the Minister; memos to appoint the advisory board signed)	2				
Impact of political advocacy	.5				
Development of the vision and role of the Committee—drafting a leaflet and organization chart regarding the roles of the Committee	1.5				
Project Management					
Strategic planning (research, study, preparation, completion, revision, collaboration, follow-up, evaluation, and sustainability of activities)	1.5				
Review of the Committee's plan of action (in relation to the skills of the members; update)	2.5				
Management of decentralization activity	2				
Community mobilization and visibility in rural zones	2				
Collaboration (meetings with other participants) and coordination of activities	2				
Follow-up of activities—to be determined	1.5				
Evaluation of activities—to be determined	1				
Preparation of studies—to be determined	1.5				
Creation of a data bank—to be determined	1				
Total (estimate)	**34.5**	**44.5**	**55.5**	**65.5**	**75.5**

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Partnership Unit. *Mama Kanny Diallo* is a high school teacher by training and has taught biology at the Collège de Ratoma in Conakry. She has experience in reproductive health, childhood education, and training in research and action. She has worked in the rural and urban areas in Beyla, Dalaba, N'Zerekore, and Macenta and is fluent in French, Sousou, and Malinké. She has been spearheading the training of trainers activity on the orientation and counseling modules initiated by UNESCO.

Ernestine Samuel is a communications specialist by training. She has experience in radio and television. Her candidacy to be an Equity Committee member has been supported by the Personnel Division of the Ministry of Education. If approved, she would be responsible for developing relationships between Ministries and external organizations working to promote equity in education.

Documentation Unit. *Kandet Sylla* is a high school instructor by training. He has extensive experience in educational organization and program evaluation. Mr. Sylla has been working with the Elementary Education Department of the Ministry of Education for the past 20 years. His work has taken him to all prefectures in Guinea (except Beyla), and he is fluent in French and Sousou. Mr. Sylla is responsible for the compilation of a database of education materials pertaining to equity.

Secretary. *Nagnouma Sidibe* (contract employee) is a secretary by training. She is responsible for recording the mail and typing documents produced by the Equity Committee.

Concerned that six technical members were inadequate for effectively carrying out activities, the Committee proposed forming a 10-member technical team. The decision to appoint four additional members depends largely upon the Education Minister, Personnel Department, and available funding. If approved, additional members should have experience in collaboration and negotiation, community mobilization, and information, education, and communication (IEC); experience in the preparation, management, and follow-up of projects; and experience in budgeting/finance.

A closer analysis of member capabilities is presented with the training plan in the following section.

TRAINING PLAN

Table 3 details areas of training for Committee members and identifies possible trainers. Ms. Traore (an active member of the advisory council of the Committee) is a key resource person in community mobilization, IEC, and research and action. The purpose of strengthening the capabilities of Committee members is to make the Committee more autonomous in all the activities highlighted in the table. When possible, members of the Committee with experience in the corresponding fields should assist the trainer in organizing and providing the training.

Table 3: Training Needs and Possible Trainers

Training Needs	Possible Trainer
Roles and Responsibilities of the Equity Committee –The entire team (technical and then advisory)	Ms. Marphatia
IEC Training –The decentralization team	One-year advisor or IEC specialist; Ms. Traore
Basic Computer Training –Ms. Doumbouya—Word and Excel, would benefit from Access training –Ms. Sidibe—Word –The others have computer knowledge but lack practical experience to complete their training	Ms. Marphatia; long-term advisor, MEPU-EC Computer Center and UNICEF (training provided by two members)
Resource Mobilization Techniques –The entire technical team	UNICEF (April 2000); long-term advisor to provide follow-up.
Management Techniques, Preparation, Monitoring, and Evaluation of Projects –The entire technical team	Ms. Marphatia; long-term advisor; Ms. Doumbouya, experience in preparing plans of action and budgeting; Mr. Sylla, experience in evaluation.
Training in English -The entire technical team	Private courses
Research/Action (review and follow-up on studies already conducted) –The entire technical team	Ms. Marphatia; long-term advisor; Ms. Doumbouya and Ms. Diallo; Ms. Traore
Construction of a Data Bank –Director of partnership and records units	Ms. Marphatia; long-term advisor; Ms. Diallo
Education Decentralization –The decentralization team	Ms. Marphatia; long-term advisor, Mr. Bernard Haoumou, secondary education; Plan International Guinea; UNICEF
Community Motivation and Mobilization –The decentralization team	Ms. Traore, Plan International Guinea; Mr. Haoumou and the team
Training of Trainers –Ms. Diallo for the UNESCO program as well as the entire technical team	Ms. Diallo, Ms. Traore, and UNESCO
Information Sharing and Coordination of Activities –The entire team	Ms. Marphatia; Ms. Traore and Plan International Guinea
Planning Domestic and Foreign Research Trips –Designated members	Long-term advisor

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After 1.5 months, only two training sessions were held because Committee members were unavailable. Three members (Mr. Sylla, Mr. Delamy, and Ms. Doumbouya) were organizing their trip for the Committee's decentralization effort (from November 29 to December 9), and Ms. Kourouma was not available from November 25 through 28. Ms. Diallo was not available from November 19 through December 12 because of her participation in the UNESCO Counseling and Orientation of Girls Program. Even when the Committee members were in Conakry, Mr. Delamy, Mr. Sylla, and Ms. Doumbouya were occupied with their primary duties and thus were usually unavailable for meetings and training sessions.

It must be noted, however, that the unavailability of members was related more to administrative delays and the lack of logistic support than to the lack of desire of the members to participate in the training conducted by the consultant. Once the administrative procedures have been determined and a minimum level of logistic support (telephone) has been provided, the availability of the members will be less of a problem. The administrative procedures are currently awaiting the signature of the Education Minister.

As a result of these constraints, all of the training sessions identified by the Committee could not be conducted. Since skills are developed by actions, the first training conducted was based on the decentralization project being implemented by the Committee. The purpose was to strengthen the project management and preparation abilities (research, project development, strategic planning, project management, and activity coordination) of Committee members. The second training session involved identification of the Committee's roles and responsibilities.

TRAINING SESSIONS CONDUCTED

I. Training regarding the role and responsibilities of the Equity Committee.

II. Three aspects of project development and management with regard to the decentralization initiative were addressed:

   A. Organization and planning of activity with relevant Committee members;

   B. Training in decentralization workshop with Mr. Bernard Haoumou from the Secondary Teaching Office and relevant school officials; and

   C. Meeting with Plan International Guinea to coordinate sub-committees with local alliances in Conakry and Lélouma.

These are described below.

I. Workshop on Identifying the Roles and Responsibilities of the Equity Committee. December 17, 1999

Expected Results: (1) Contributions by all the Committee technical members in the workshop to define the role of the Committee (the technical members and the advisory council).

(2) Analysis of ability to organize and produce an informational flyer on the Equity Committee independent of the consultant's assistance.

This exercise will demonstrate whether the Committee has appropriately defined its role (taking into consideration the corresponding administrative and financial constraints) and whether the members are able to carry out tasks both independently and within a given timeframe.

Means of Verification: (1) Identification of steps necessary to make the Committee more effective and visible and to determine the constraints as well as the means for resolving them. (2) Establishment of a schedule for the completion of these steps. (3) Preparation of informational flyer and organization chart by the Committee regarding its role and responsibilities.

Evaluation of Results: Although the session served to organize and clarify roles and responsibilities, the informational flyer was not completed. The desire and ability of the Committee to work independently and to perform follow-up activities on training are thus very weak.

A detailed report on the training session is attached as Appendix II.

II. Workshop on Project Development and Management Related to Decentralizing the Equity Committee

Objective: Organizing the decentralization initiative to successfully create prefecture-level sub-committees and school-based equity clubs.

A. Workshop on organizing and planning of the activity

Activity: The prefectoral or regional sub-committee is an entity comprising key district-level officials, NGO members, and school officials, all working toward the promotion of girls' and children's education in rural regions.

Expected Results: Clear implementation and division of responsibilities among Committee members.

Means of Verification: (1) Identification of the purpose of the activity and the steps to be taken. (2) Preparation of a plan of action for implementing decentralized structures. (3) Preparation of a report on the workshop by a designated member of the Equity Committee.

Evaluation: The session encouraged the Committee members to plan the activity and to identify the steps necessary to strengthen their capability to effectively manage the initiative. Once the planning was completed, the Committee identified the need for training on establishing the decentralized structures. The consultant thus asked Ministry of Education experts, Mr. Bernard—from the Office of Secondary Education—and appropriate school officials to participate in a second training session. The follow-up of this training has thus been titled: Training in decentralization—creating sub-committees and equity clubs.

B. Training in decentralization—creating sub-committees and equity clubs

Activity: Identifying and bringing together key community, NGO, and school officials to create sub-committees and equity clubs.

Expected Results: (1) Learning from experience of workshop attendees in establishing such structures. (2) Revision of Committee's action plan. (3) Report on workshop.

Means of Verification: (1) Identification of problems girls face in enrolling in and completing school. (2) Identification of Equity Committee, sub-committee, and equity club roles and responsibilities. (3) Revised implementation plan.

Evaluation: Kadja Doumbouya was the only member of the Committee who attended the training. The others did not even communicate the reason for their absence until after the training. Although the contribution by Assïata Camara Traore was useful, she is part of the advisory council and will not be participating in the activity. The training on decentralization with secondary education was nevertheless a success in terms of exchanging experiences but because of the low level of attendance and training of Committee members, it remains to be seen whether Ms. Doumbouya will be able to train the members who did not participate.

The consultant then proposed a meeting with Plan International Guinea to plan the collaboration between sub-committees, equity clubs, and local alliances in the village of Lélouma.

C. Meeting with Plan International Guinea—Planning the collaboration in the village of Lélouma

Expected Results: (1) To exchange information regarding decentralized/rural initiatives initiated by the two entities. (2) Reinforce the partnership between the Equity Committee and Plan International Guinea. (3) Plan the collaboration between the local alliance and the equity clubs and sub-committees in Lélouma.

Means of Verification: Drafting terms of collaboration, including the distribution of roles, complementarity of approaches, and scheduled meetings to implement the partnership.

Evaluation: The meeting provided a forum for both organizations to exchange experiences. The desire of these two entities to meet in Lélouma also confirms the feasibility of collaboration. Follow-up of meetings between Plan International Guinea and the Equity Committee in Lélouma are analyzed in the Feasibility Study, Chapter Two. It remains to be seen whether the Committee takes the initiative to coordinate its activities with the Plan International Guinea.

A detailed report on the meeting can be found in Appendix III.

CHAPTER TWO
FEASIBILITY STUDY: BUILDING SYNERGY IN PARTNERSHIPS

Table 4 summarizes the Committee's current collaboration with organizations working in the area of equity in Guinea. The table was created to guide the Equity Committee and the consultant in preparing work plans and writing grant proposals. The table is followed by a brief study on the decentralization activity in the villages of Dalaba and Lélouma. The purpose of this feasibility study is to identify the best approaches to reinforce joint initiatives and make them more visible, effective, and sustainable within the given community.

Table 4: List of Partners

Name of Organization	Current Collaboration	Future Projects
The Government of Guinea		
Ministerial Education Units	(1) Participation in the MEPU-EC Steering Committee (composed of directors of national offices and NGO representatives who meet every month).	(1) Through the PADES project, conduct a workshop addressing the role of the Committee in activities conducted by the three education ministries; (2) Establish relationships with the equity unit of METFP to build complementarity with the Committee and the MEPU.
Donor Agencies		
USAID	(1) Preparation and performance of an awareness campaign at the national and regional levels in 8 pilot prefectures in 1994; (2) Distribution of academic prizes; (3) Technical assistance of one consultant for two months in 1999.	(1) Field one-year technical advisor in 2000.
World Bank	(1) Financing creation of sub-committees and school based equity clubs in 10 prefectures.	(1) Proposal for funding for 18 months submitted to the government's steering committee and then to the World Bank for financing.

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Table 4—continued

Name of Organization	Current Collaboration	Future Projects
UNICEF	(1) Girls-Education Bulletin - Education (UNICEF; Equity Committee, Plan International Guinea; a journalist and representative from the Ministry of Education); (2) Organizing a roundtable on building partnerships; (3) Participation in the UNICEF steering committee.	(1) Ensure distribution of the bulletin so it reaches areas most in need; (2) Financing of training on the roles and responsibilities of the members of equity clubs and sub-committees, planned for February 2000; (3) Training on resource mobilization, planned for April 2000; (4) Computer training for two Committee members.
UNESCO	(1) Participation by Mama Kanny Diallo in the Counseling and Orientation of Girls Program.	(2) Follow-up of the Counseling and Orientation of Girls Program: – Organization of a workshop to introduce materials; and – Training trainers on materials. (2) Work plan to be submitted for year 2000 financing (participation in the international girls' education institute at Ouagadougou) and support for IEC activities.
World Food Programme (WFP)	(1) Discussing possible collaboration between the Committee, WFP, and Plan International Guinea on the school cafeteria program.	(1) Terms of collaboration are yet to be determined.
UNFPA	(1) UNFPA is awaiting clarification of the role, responsibilities, and capacities of the Committee before involving the Committee in its projects.	(1) Collaboration with the Committee is planned in the following projects: – Project for increasing girls' education; – Population Census Project; – Legal Systematization Project.
CIDA	(1) Awarded scholarships to 97 girls.	
African Development Bank	(1) Distribution of school supplies to 55,000 girls and support for the awareness campaign.	

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Table 4—continued

Name of Organization	Current Collaboration	Future Projects
Peace Corps	(1) Advising Peace Corps on its girls' education program; (2) Integrating training of female students in gender, reproductive health, and family planning issues.	(1) Follow-up of discussions planned for January 2000 in Mamou.
International and Local NGOS		
Plan International Guinea	(1) Participant in the national workshop on girls' issues; (2) Participation in the Education Forum of the SAGE project.	(1) Pilot project in Lélouma regarding collaboration with the local alliance and the Committee in the installation of equity sub-committees and clubs; (2) Working with Plan in community mobilization.
EDC	(1) Collaboration on the MEPU-EC's Steering Committee; (2) Collaboration on the study of student-teacher interactions on project intervention.	(1) Advising EDC on posters prepared for their education project.
WORLD EDUCATION GUINEA (WEG)	No current collaboration.	(1) Possible collaboration with WEG for training equity sub-committees and clubs (using expertise of WEG in the field of community mobilization) in Dalaba.
Save the Children	(1) Participation by the coordinator of the Equity Committee in the official opening ceremonies for community schools.	(2) Possible collaboration at Mandiana.
FEG	No current collaboration.	(1) Collaboration for training of DPSP and education partners on promoting positive attitudes and behaviors for girls' education. (2) Collaboration in study on strategic resource planning for girls' education supported by FAWE (Nairobi).
AID and ACTION	(1) Collaboration with the Fria equity sub-committee.	(1) Possibility of collaboration at Télimélé.

Table 4—continued

Name of Organization	Current Collaboration	Future Projects
AGFC	(1) Assïata Camara Traore is part of the advisory council; she has attended several meetings of the Committee.	(1) Provide training for trainers and awareness and promotion of equity clubs. (2) Training in research/action. (3) Identify the NGO and women's groups to work with the Committee in the 10 prefectures.

Purpose of the Study: The purpose of the study was to analyze the feasibility of collaboration between the Equity Committee and rural organizations. The study examines how the Committee partners with existing initiatives in establishing its own sub-equity committees and school-based equity clubs:

- Collaboration with the National Offices of Secondary Education and the Prefecture Office of Civic Education in Dalaba; and
- Collaboration with Plan International Guinea and the Local Alliance in the village of Lélouma.

Dates: December 3 through December 7, 1999.

Persons Involved in Decentralization Effort:

- In Dalaba, Kadja Doumbouya, Jules Delamy, and Kandet Sylla of the Equity Committee at Dalaba on December 3 and 4; and
- In Lélouma, Ibrahima Ba and Oumoue Khairy Cherif (journalist) from Plan International Guinea met with others from December 5 through 7.

The subject for the study—*building synergy in partnerships*—was based on discussions and documents consulted on the various initiatives related to equity in Guinea. The study at Dalaba analyzes the initiative of the Committee to establish a new collaboration whereas the study at Lélouma deals with reinforcing an existing partnership.

Activities of the NGO Plan International Guinea (particularly those in Lélouma) were found to be very similar to that of the Committee. To avoid duplication of efforts as well as conflicts, the study therefore called for collaboration between these two entities, one an NGO and the other an advisory body related to the government.

The study came when the Committee was beginning its decentralization efforts in 10 prefectures. The prefecture of Lélouma presented the opportune moment to promote an integration of human, material, and financial resources of NGO Plan and the Committee. The

consultant thus took the initiative to regroup the persons responsible for the projects from Plan International Guinea (Mr. Ibrahima Ba) and from the Equity Committee (Passy Hadja Kourouma) at Lélouma on December 5 through 7, 1999.

CONTEXT

Dalaba

Despite the lack of official notification announcing the decentralization activity and the arrival of the Equity Committee, the DPE at Dalaba eagerly organized meetings with key community representatives to facilitate creation of the equity sub-committees and clubs. Contact with the DPE was made early on the evening of December 3.

Equity Committee members (three coming from another prefecture and two from Conakry) met to exchange information on their efforts on the decentralization initiative from the preceding day. The Committee then met with school officials, the DPSP, the DPE, and prefectoral authorities (see Appendix I for a list of names) to present the decentralization activity.

The discussion helped identify constraints preventing girls from attending and completing school in Dalaba. The proposed "sub-committee" in Dalaba could address some of these issues.

Table 5: Constraints Preventing Girls from Attending and Completing School in Dalaba

Constraint	Action
Low rates of school completion. Although Dalaba has achieved high enrollment rates in the first year (of girls' education through the NFQE project), a decline in attendance by female students persists between the seventh and tenth grades.	None identified.
Material support such as a vehicle for the DPE is needed to conduct school visits in the prefecture.	Equity sub-committee to provide vehicles.
Suspension and expulsion from school for non-attendance.	Create working group to study these files again and to negotiate re-enrollment of these girls with their parents.
Low enrollment rates	Conduct a study for motivating parents to send girls to school and review successful strategies used by neighboring villages in helping parents overcome financial and social constraints.
Lack of school supplies.	Equity Sub-committee to provide school supplies.
Cultural constraints	Promote awareness at level of sharing tasks in rural households.

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Roles and Responsibilities: The participants then requested that the Equity Committee acknowledge these constraints and convey them to the ministerial level. One role of the sub-committee could be to serve as an intermediary between the local and national levels. Objectives of the school-based equity club are to motivate girls to remain in school and to succeed academically. The proposed composition was to pair up high schools and lower-level schools in the clubs.

Follow-up: Passy Kourouma and Ms. Marphatia were to return to Dalaba in two days to plan the organization of these structures and to hold a meeting to better define their roles and responsibilities. This trip did not take place, so no mechanism for follow-up and communication was established.

Although successful in identifying constraints to girls' education, the meetings would have been more useful if they had identified possible solutions. This exercise would require Committee members to spend more time in Dalaba and to closely follow-up on the sub-committee. The roles and responsibilities, as well as the objective of these clubs, remain to be defined at the next meeting. However, the availability of financing and human resources of the Committee to accomplish this task is questionable, because financing by the World Bank is intended only for the activity itself and not for follow-up initiatives. The financing promised by UNICEF is for a training session to define the roles and responsibilities, and not for follow-through.

In short, there is strong evidence that parents in Dalaba support the need to educate their daughters but, like in many other places, lack the resources to do so. In addition, although representatives seemed eager to form the sub-committee, its sustainability is questionable because it is dependent on volunteers and does not provide compensation as previous government initiatives in the area have.

Lélouma

The purpose of the Lélouma trip was to develop guidelines for collaboration and clarify the roles and responsibilities of the Equity Committee, Plan International Guinea, sub-committees, equity clubs, and local alliances. The Committee and Plan International Guinea agreed on the importance of establishing a common vision and strategy for their respective programs, especially since education promoters identified during previous Committee activities are now part of the local alliance initiatives of Plan. Both parties emphasized that strategies must be based on the desires of the community and not on the overall goals of these two organizations.

Roles and Responsibilities: Since the representatives of the Equity Committee arrived one day early, they worked with the DPE to establish the sub-committees. The arrival of Ibrahima Ba and Ms. Cherif from Plan International Guinea on the eve before the activity was to be introduced to the community presented the ideal opportunity for defining a common strategy. Although useful for identifying the current constraints and activities in Lélouma, the discussion unfortunately did not lead to a common vision or strategy developed.

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Follow-up: Although the benefit of collaborating is evident, the objectives of the given initiative remain to be defined. Plan International Guinea has a great deal of experience in the mobilization and motivation of communities, and the Committee is best placed to convey the needs and constraints of these communities.

This meeting did provide a forum for cooperation, and it is hoped that Plan International Guinea and the Committee will initiate contact in Conakry to develop this effort. This would include drafting a preliminary list of actions and identifying common goals and the means to achieving them. Roles and responsibilities of each entity should also be discussed. A follow-up meeting was tentatively planned for January 2000 in Lélouma. The equity clubs and sub-committees should, at this time, be prepared to clarify the objectives and responsibilities of these decentralized structures.

ANALYSIS

A table identifying criteria necessary for effective collaboration was prepared to determine the feasibility of the activity.

Table 6: Criteria for Effective Collaboration and Assessment of Capabilities

Criterion	Dalaba Committee	Lélouma Committee	Plan International Guinea at Lélouma	DPE/Sub-committee/ Equity Clubs at Lélouma	DPE/ Sub-committee/ Equity Clubs at Dalaba
Motivation	Very good	Very good	Very good	Very good	Very good
Knowledge of "equity" in given Prefecture	Weak	Sufficient	Very good	Sufficient	Sufficient
Mobilization of the target audience (and effectiveness of contact time)	Very good	Very good	Very good	Very good	Very good
Utilization of existing structures and quality of contact	Very good To be reviewed	Very good To be reviewed	Very good	Very good	Very good
Clarification of roles and responsibilities	Weak	Sufficient	Sufficient	Weak	Weak
Specification of responsibilities and roles	Weak To be reviewed	Weak To be reviewed	Weak To be reviewed	Weak To be reviewed	Weak To be reviewed
Level of on-site partnership (between DPE and other participants)	To be reviewed	Very good	Very good	Very good	Sufficient To be reviewed
Capabilities of target audience	Weak	Sufficient	Very good	Very good	Sufficient
Sustainability of activity	To be reviewed	To be reviewed	To be reviewed	To be reviewed	To be reviewed
Monitoring and follow-up of activity	To be reviewed	To be reviewed	To be reviewed	To be reviewed	To be reviewed
Evaluation	Weak	Weak	Weak	Weak	Weak

Indicators: **Very Good:** Capacities for carrying out the activity are very good; **Sufficient:** Capacities are present but require reinforcement; **Weak:** Without reinforcement, the success of the activity cannot be assured; **To be reviewed:** Analyze after the activity is implemented.

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Analysis of Criteria for Effective Collaboration

Motivation: Motivation is one key element to success. People's motivation can be measured by their desire to identify and mobilize the target population in the community and by the initiative taken to determine the constraints and the means to resolve them. Success, however, depends on much more than motivation. Material, financial, and human constraints render the sustainability and follow-through of the given activity weak.

Acknowledgement of the Condition of Girls' Education in the Prefecture: This element is essential to measure the impact and quality of the intervention. The key elements, which help determine the level of acknowledgment of the condition of girls' education, can be grouped together under pedagogical, material, and financial concerns. These include (1) acknowledgement of cultural, religious, and traditional views; (2) understanding of the history of school enrollment, retention, and completion rates; (3) support and availability of community members, parents, elected officials, and religious leaders; (4) collaboration between organizations in the village; (5) understanding of the constraints at all levels (community to central government); and (6) understanding of the experience girls have in schools.

- Acknowledgement of these issues is very good at Lélouma because three years ago the Committee worked on the public awareness campaign in the village itself. There is a need, however, for the Committee to review the current situation. This can easily be done at Conakry with Plan International Guinea and then at the next meeting at Lélouma with the community;

- Although the discussions at Dalaba briefly addressed these issues, the Committee needs to further understand the community to better guide its support. This exercise was planned for the next Committee visit to Dalaba.

Mobilization of Target Audience (and Effectiveness of Contact Time): In both villages the DPE's efforts to work with the Committee was remarkable, given that neither village had received the communiqué from the Minister announcing the activity. An expanded meeting including community members was held to introduce the activity and to identify key participants for the sub-committees and equity clubs.

Use of Existing Structures and Quality of Contact: The integration of the local alliance and education promoters and the participation of Plan at Lélouma were essential to the success of the activity. Both organizations welcomed the collaboration. As a result, the absence of the DPE and of one education promoter in Lélouma did not affect the activity because the promoter who attended was familiar with the activity and very knowledgeable.

Clarification of Roles and Responsibilities: The activity would have been much more effective, particularly in its follow-up, if the Committee had spent more time clearly defining both its role and responsibilities (which are still ambiguous) and those of the decentralized structures that were established.

Specification of Roles and Responsibilities: Roles and responsibilities are not specified. Although the Committee believes that this is for the communities to define, an explanation was at least necessary regarding the expectations or the objective of these structures.

Level of On-site Partnership (between DPE and Other Participants): This remains to be seen in the follow-up, and remains to be developed for the Committee. It was suggested that the committee conduct a study on all the initiatives promoting girls' education in these two locations. The Committee would then be better placed to define its intervention strategy. In terms of the training, it was suggested that the Committee cooperate with World Education Guinea, Plan International Guinea, and Save the Children, which are experts in community mobilization.

Capabilities of the Target Audience: Training of key personnel in project management and resource mobilization in Lélouma will be important to address as will be the mobilization of human resources and identification of personnel capabilities at both Lélouma and Dalaba.

With regard to the Committee, two training sessions on project development and management were conducted (see Appendix II) in Conakry prior to the activity. Although the training was useful, the presence of only one member of the decentralization team makes the real impact of these sessions weak.

Sustainability of Activity: The sustainability of these structures is weak because financial and material resources are not available. These structures are based on volunteers. The community members who are part of these structures are overloaded with their current duties. Although public awareness is important, the DPEs in both villages have successfully promoted and identified constraints to girls' education. These communities now need government support to tackle obstacles such as lack of school supplies, teachers, food in cafeterias, and transportation for children living far from the schools. All these issues require access to resources the Committee does not have.

Monitoring and Follow-up: The success of the activity requires funds. Although donor agencies have showed their support in financing small activities related to this effort, a permanent source of funding to support the activity does not exist. As a result, the impact in communities weak and may, in the worst case, lead to discouragement of future community initiatives and reluctance to work with the Equity Committee and other external organizations.

Evaluation: As long as the role, responsibilities, and objective of the decentralized structures are not clearly defined, a mechanism for monitoring and evaluation cannot be effective.

Overall Analysis

The NFQE study identifies the decentralization of decision-making authority at the community and school levels as a primary element for improving education, particularly that of girls'. Efforts of the PASE I program were directed toward increasing access to education. The Government of Guinea promoted girls' education through the public awareness campaign that

the Committee contributed to in 1996. The communities—in particular, Dalaba and Lélouma—have responded to this mobilization by encouraging parents to send girls to school. PASE II subsequently focused on improving quality in Guinean schools and thus proposed decentralization as a primary strategy. To the extent that the policy of girls' access to the educational system has succeeded, it has nevertheless raised concerns of the government's ability (that is, the Equity Committee) to meet this demand.

Given the current capacities of the Committee, the best and perhaps most viable means of producing an effective impact is through building partnerships. Joint initiatives are the most effective approach to improve the management (of finances, allocation of personnel, follow-up, research, and evaluation) of the educational system in general and the impact of the Equity Committee in particular.

Although the Committee has been able to obtain financing for projects, its capacity to manage projects of large scale, such as the decentralization efforts, and to obtain the means necessary to support them are questionable. Since funding is provided by the Education Minister and in the absence of an operating budget, funding acquired from donor agencies remains temporary and earmarked for very specific, short-term activities.

The decentralization activity funded by the World Bank is a perfect example of short-term funding. Funds were allocated for the establishment of sub-committees and equity clubs in 10 prefectures. Funding was not made available for follow-up activities, making the effort unsustainable. The Committee can neither assert its commitment nor offer monies to communities to undertake small-scale activities. Although mobilized and willing to participate in the sub-committees and equity clubs, communities will eventually become discouraged as none of their initiatives obtain funding.

In short, success of a decentralization effort does not rest on establishing district- and community-level structures but on its ability to positively affect the key variables obstructing girls from attending and completing school.

Encouraging and mobilizing community participation for girls' education are useful. As a representative of the government, however, the Equity Committee must not only be able to respond to community concerns, but it must also support community initiatives it has promoted through the provision of human, financial, and pedagogical resources. Although decentralization is a central strategy for making the Committee more visible in communities, efforts need to be followed through and carefully monitored. This includes frequent field visits to meet with key personnel, financing and ongoing support for training activities, and funding to offer to communities.

If correctly orchestrated, decentralization of the Committee can play a significant role in the educational success of girls. Through these structures, the Committee would be able to contribute to researching and resolving many problems encountered by today's schools and communities. It may even achieve a certain level of decentralization of resources to the district and community levels. It may bring up the notion of profitability and schools, and make the school and community responsible for the academic success of its own students. In the end,

sub-committees and equity clubs could successfully reinforce key aspects of education (design, planning, performance, management, follow-up, and evaluation) projects. As a Government of Guinea representative, the Committee could even advocate to create a "political will, a procedural flexibility, an opening up to alternative models, and in several cases, a change in mindset on the part of education professionals" (see "Diagnosis of Primary Teaching in Guinea," a summary of conclusions and recommendations from AED).

CHAPTER THREE
RECOMMENDATIONS

The third and current consultation examined the areas of competency of the Committee members, their organizational ability, and training needs. The training focused on strengthening the Committee's project management, monitoring, and evaluation capacities with regard to ongoing initiatives. The second aspect of training involved defining the roles and responsibilities of the Committee. Two feasibility studies were then prepared to build the partnership between the Committee and rural organizations working on equity in Guinea. Recommendations on this issue were conveyed to USAID.

The proposed long-term assistance will be the fourth and final activity in USAID's current technical assistance plan to the Equity Committee. The one-year assistance builds on the previous three consultancies and will focus on reinforcing the Committee's abilities to both manage programs and influence the government's policy on girls' education. Assistance is to be provided in the following areas:

- Identify the role of the Equity Committee as an advisory council on girls' education to the Government of Guinea:

  - **Capacity Building:** The evolution of the Committee's role depends not only on the capabilities of its members to manage and coordinate projects but also on their availability as full-time staff. Although implementing projects is a good idea, the skills necessary for the management and evaluation of projects have not yet been honed and will require training, as identified in this report. Once the capabilities are strengthened and the role of the Committee has been defined, the Committee will be able to review and implement some of the activities outlined in the technical assistance plan prepared by Helen Boyle.

  - **Advocacy for a National Policy on Girls' Education:** The committee still does not have a clear role, and its status is uncertain. Given that the role of the Committee is unclear and its governmental status as an advisory body are not yet confirmed, the idea of the Committee becoming a separate unit (as expressed by the Committee) within MEPU-EC is not realistic. Its status as well as its capabilities must evolve, and this will take time. The advisor may, nevertheless, work with the Committee on the feasibility of these processes.

  The strengthening of the Committee will depend on the commitment of the Guinean government to promoting equity. Inasmuch as there is no national policy regarding girls' education, the outcome of long-term activities will depend on the policies of donor agencies. The long-term objective will be the commitment of the Committee as an advisory body in all actions regarding the promotion of women, including the participation of women in employment, parliament, and ministries, and concerning health, legal rights, and other issues, and not only education. Based on its current capacities, the Committee may act

in the following cases, given that a minimum level of support is available (working telephone; two computers, and two printers in good condition) and an operating budget is provided by MEPU-EC.

- Serve as a central contact point for all organizations working on girls' education and equity issues in Guinea and identify future activities.

  - To perform this role, the Committee could organize a workshop to familiarize itself with all the relevant organizations and current initiatives. This workshop would serve not only as an informational exercise, but would help the Committee determine the possible effectiveness in participating in these programs and its ability to mobilize funds.

  - From this point on, the Committee may prepare supplemental support programs as needed. The public awareness activity is good example of ineffective support. Public awareness efforts, many which have been successful, have been numerous in the 1990s. Today, follow-up activities and programs may be a better use of funds and energy than another awareness campaign.

- Influence national policy regarding gender equity as well as regional equity, and serve as an advisory body on these subjects. The Committee must actively advocate to influence the policies of the government and other donor agency on equity issues. To accomplish this, the Committee will first need to:

  - Define its role with regard to the MEPU-EC;
  - Define its role in the pilot Committee with the MEPU;
  - Define its role with other ministerial offices; and
  - Identify the needs to influence policy on all matters of gender and regional equity.

- Update the plans of action. These plans include those of the Committee (1996), Ms. Boyle (July 1999), and World Bank and UNICEF. The Committee's ability (Kadja Doumbouya and Passy Kourouma) to prepare plans of action and the budgets are very strong. Reinforcement is needed at a programmatic level.

- The following activities are proposed to build synergy in partnerships with government units and donor agencies:

  - Organization of a quarterly roundtable with the donor agencies providing financing to the Committee;
  - Regular meetings with the equity cells of the MEPTF and MESRS to define a strategy for collaboration;
  - Identification of all potential sources of financing for the Equity Committee and proposal of a plan for funding to overcome logistic and financial constraints;
  - Definition of the role of the Committee in the MEPU-EC Steering Committee; and
  - Identification of Committee participation in the NFQE project.

Partnerships with NGOs:

- Prepare of a collaboration plan with Plan International Guinea with regard to the following activities:
  - Coordination of activities and training of equity clubs and sub-committees in the prefectures of Lélouma, Mali, Dinguiraye, and Telimélé with the Local Alliance; and
  - Defining of the role of the Committee in advocating a national policy for girls' education following the SAGE (Strategies for the Advancement of Girls Education) Forum.

Training

The following items were identified as training needs to strengthen the capacity of the Equity Committee. The consultant will organize and conduct this training. When possible, resource personnel at the Ministries and other experts should be invited to participate in the training. Since the purpose of the training is to build capacity, training sessions can take place in the Equity Committee office, and thus significant financial or material resources will not be required.

- The management, follow-up, and evaluation of projects and programs in the context of decentralization of the Equity Committee (strategic planning, forecasting, and budgeting):
  - Developing a planning process for activity monitoring; and
  - Training related to community motivation/mobilization and identify partners.
- Advocate national policy in favor of the Equity Committee and girls' education:
  - Advocacy techniques; and
  - How to influence national policy? How to develop relationships with various agencies?
- Coordinate all activities on the national level related to girls' education:
  - Conduct studies and research through research/action workshops (review and follow-up of previous studies);
  - Follow-up (evaluation) of activities; and
  - Manage a data bank on all activities.
- Coordinate the follow-up of the decentralization activity with Plan International Guinea.
- Training of trainers in two aspects:
  - In the UNESCO Program; and
  - Training planned for decentralized structures.

- IEC training on the dissemination of the purposes of schooling, the goals to be achieved with regard to equity of access (gender, region, and zone), and outcome and effectiveness of schooling for the equity clubs and sub-committees at the national and prefecture levels.

- Following the training on the mobilization and management of UNICEF resources planned for April 2000, organize activities to implement the strategy developed by the Committee.

- Any other items as identified with the Committee.

Follow-up and Evaluation

To better evaluate the impact of the consultation, the following activities are suggested. Reports must be submitted to USAID/Guinea:

- The reports to be submitted by the consultant as identified in the deliverables section of this Scope of Work;

- The Committee, for its part, is to forward reports regarding the expectations and the impact of the consultation every four months;

- An evaluation by Mr. Saure (representative of MEPU-EC charged with overseeing the Committee); and

- An evaluation by one or several NGOs of the partnership effort and the coordination of Committee activities.

Table 2, page 7, outlines the basic skills necessary to make the Committee more efficient on both an organizational and a strategic planning level. The table was created to facilitate monitoring and evaluation of the Committee's progress in achieving its objectives and can be used as a tool for these suggested evaluations.

It is strongly recommended that a long-term advisor be hired once all the members of the technical team and the advisory council are identified and are made full-time employees of the Committee. This recommendation is justified based on the experience of the current consultant that members were unavailable for meetings and for training sessions.

In January 2000, the consultant facilitated a debriefing for representatives of WIDTECH, G/WID, AED, and USAID Africa upon return to Washington, D.C. The following recommendations were made pursuant to these discussions:

1. It is recommended that USAID/Guinea carry out an evaluation of the Equity Committee in February 2000 before hiring a long-term advisor. The score in the evaluation table will illustrate the progress or the effectiveness of the Committee in comparison with the predictions from December 1999.

2. It is preferred that the decree establishing the Equity Committee be signed by the Minister before hiring a long-term advisor and:

- That the Minister of Education take the initiative to appoint and assume the salary of at least two permanent members, one Director and one Secretary, of the Committee. These members must be available full time to the Committee, and their responsibilities must be clearly identified in their documentation. However, it is preferable that other members make up an advisory council to the Committee; and

- That the offices of the Committee have a minimum level of logistic support, including two computers, one printer, and one telephone line in good operating condition.

3. The Equity Committee must provide a mission statement identifying its role and responsibilities as an equity cell of the MEPU-EC. This document must consider the role of the Committee as the coordinator of educational initiatives and the implementer of government policy, and not just an organization that manages activities, especially duplicating existing initiatives.

4. The decision to hire a long-term advisor immediately rests, nevertheless, with USAID/Guinea. The meeting in Washington, D.C., emphasized the steps that, if taken before the arrival of the advisor, would facilitate the technical assistance. It is therefore recommended that the long-term technical assistance take place only after the steps listed above have been completed.

CHAPTER FOUR
SCOPE OF WORK FOR USAID TECHNICAL ASSISTANCE TO THE MEPU-EC EQUITY COMMITTEE

OBJECTIVE

The purpose of this consultancy is to further reinforce the capacities of the Ministry of Pre-university and Civic Education's (MEPU-EC) Equity Committee. Focused technical assistance will enable the Committee to more effectively implement projects and influence the Ministry of Education's national policy promoting girls' education. Specifically, the long-term advisor will train members in the development, management, follow-up, and evaluation of ongoing projects in order to make the Committee a more visible and dynamic entity in the field of girls' education in Guinea.

BACKGROUND

The Education Team from USAID/Guinea (Strategic Objective No. 3) seeks to reinforce the rather weak bases of Guinean human resources through quantitative as well as qualitative improvement of basic education. Strategic Objective 3 includes two programs: The Education Sector Reform Project (PRSE), which was launched in 1990, and the Basic Quality and Equity Levels Project (NFQE), which was launched in 1997. The two projects are intended to improve the quality of teaching while supporting the development of basic communities and local NGOs specializing in education. In addition, USAID assists the Guinean government in strategic planning for education, development of its education planning capacity, and financial management.

The inter-ministerial Equity Committee was created in 1991 during USAID's Education Sector Adjustment Program (PASE I). Under the oversight of the Minister of Pre-university Education and Professional Technical Training (MEPU), in partnership with the Minister of Social Affairs and of Women's and Children's Issues (MASPFE), the then "advisory council" worked to promote girls' and children's education in rural areas. Its tasks included gathering appropriate statistics, furthering research, defining strategies, and drafting a work plan.

In 1991, the Committee greatly benefited from the support of the Minister of Secondary Education, Aicha Bah, and served as an important advisory council to the MEPU's Steering Committee. The main activities undertaken by the Committee include a pilot awareness campaign aimed at promoting girls' educational issues in eight prefectures with the support of USAID in 1993. The campaign successfully mobilized two education promoters in each prefecture to facilitate contact with parents, religious leaders, and other influential people to promote girls' education. The evaluation conducted by USAID in 1997 as well as the study in January 1998 by the Center for Development Information and Evaluation (CDIE) attest to the success of the campaign.

In 1994, the Minister of Education created a permanent delegation for the Equity Committee and appointed a coordinator and five members. At the beginning, the government's policy of encouraging girls' education met with reticence—in particular, from traditional leaders, public figures, and religious folk. The situation has evolved, in large part as a result the efforts of the Equity Committee. The proliferation of NGOs and other domestic and foreign groups working in this area exemplifies the positive impact the Committee has had in promoting girls' education. Since then, with no operating budget and in the absence of a strategic plan and key human resources (the majority of committee members work only part-time), the Committee has undertaken only random, short-term projects with financing from NGOs and donor agencies. Its role in the government's decision-making process related to equity has significantly diminished.

Despite the administrative and financial constraints cited above, the Committee has nevertheless implemented some activities. It has distributed 1,400 awards to the "best students, parents, teachers and directors" (financed by USAID); assisted in the distribution of school supplies to 55,000 girls in 17 prefectures with low education rates (carried out by African Development Bank); published a bulletin, "Girls-Education"; organized a roundtable to develop a spirit of partnership with other organizations (supported by UNICEF); conducted an awareness campaign; and prepared education modules for promoting girls schooling (undertaken by UNESCO). In 1999, several partners, including UNICEF, UNESCO, UNFPA, and World Food Programme, pronounced their interest in partnering with the Equity Committee. However, as long as the role of the Committee remains undefined, its contribution to such initiatives will be only short-term activities.

In 1999, in great part because of delays in key administrative processes and the uncertainty of its responsibilities, the role of the Equity Committee is still unclear. In spite of the effort of several organizations, large disparities between boys' and girls' education nationally, on the one hand, and in rural and urban areas, on the other, are still persistent. The Committee, as a representative of the Guinean government and the Guinean people, should be positioned to influence national policy and all projects involving the education and promotion of issues involving girls.

Understanding the importance of the Committee, USAID has implemented a technical assistance plan to reinforce the Committee's capabilities in the short, medium, and long term. The first consultation resulted in a situational study analyzing the relationships between the Equity Committee and various Guinean education units dealing with the question of equity issues. Recommendations included restructuring of the Committee in light of its current human and financial resources and several measures to strengthen the Committee professionally and organizationally.

The above assessment led to a second consultation, which produced a detailed work plan and proposal for technical assistance upon which the Committee could build on for future requests for funding. The plan specifically addressed the needs of and proposed means for strengthening the capabilities of the Equity Committee.

The third and current consultation examined the areas of competency of the Committee members, their organizational ability, and training needs. Focused training sessions emphasized strengthening the Committee's project management and monitoring skills with regard to on-going initiatives. The second aspect of capacity building involved defining the roles and responsibilities of the Committee. Two feasibility studies were then prepared on building partnerships between the Committee and rural organizations working on equity in Guinea. Recommendations regarding this issue were conveyed to USAID.

The proposed long-term advisor will be the fourth and final consultancy in USAID's current technical assistance plan to the Equity Committee. The one-year assistance builds on the three previous consultancies and will focus on reinforcing the Committee's capacities to both manage programs and to influence the government's policy on equity and girls' education.

EXPECTED RESULTS

The overall objective of the technical assistance is to assist the Equity Committee in its efforts to integrate gender and rural considerations into a quality education for all. Focused technical assistance will help define and reinforce the Committee's contribution to improving all levels of the educational environment (educational system, school, community, private sector, and public sector).

The goal of the long-term technical assistance is to reinforce the Committee so it will no longer be dependent on continual technical assistance and will be able to independently and successfully implement projects. It should be noted that the success of the consultation is not dependent on the success of the Committee's activities. The primary mission is to strengthen the Committee's capacities through focused training sessions.

Professional Development

Training will focus on two aspects:

- Technical assistance in the development, management, follow-up, and evaluation of activities currently undertaken by the Committee. These include the education decentralization initiative of World Bank, the training of trainers in the Girls Counseling and Orientation of Girls by UNESCO, the development of the World Food Programme project in 10 prefectures, and the implementation of the collaboration planned with UNFPA.

- The second part will specifically address the professional development of Equity Committee members. The advisor will submit a training plan that includes the methods for verification and the expected results of each session. In addition, the advisor will provide a schedule with specific dates for conducting these training sessions. In the case a training is not conducted, the advisor must submit documentation indicating the reasons and the new training session date to USAID.

The advisor will conduct training on issues cited below as well as others identified by the Equity Committee.

Plan of Collaboration

1. Assist the Equity Committee in developing and implementing a plan of collaboration to achieve the following objectives:

- Review research undertaken on girls' education in Guinea;
- Identify all education initiatives currently being implemented and establish contact with all the organizations;
- Advocate a national policy regarding girls' education in rural and urban areas; and
- Create an education database.

2. The following activities, based on the Committee's current partnerships, are proposed:

Organization of activities include:

- Identification of all potential sources of financing for the Equity Committee activities and assistance in mobilizing resources to overcome the logistic and financial constraints;
- Organization of a quarterly roundtable with the donor agencies currently financing Committee activities;
- Definition of the role of the committee in the MEPU-EC Steering Committee;
- Organization of workshops with the equity units of MEPTF and MESRS to define a joint equity strategy; and
- Oversee the committee in the NFQE involvement.

Development of partnerships include:

- Preparation of collaboration with Plan International Guinea in the following activities:
  - Coordination of activities and training of school-based equity clubs and sub-committees in the prefectures of Lélouma, Mali, Dinguiraye, and Telimélé with the Local Alliance;
  - Definition of the role of the Committee in the government's national policy following the SAGE Forum (Strategies for the Advancement of Girls' Education).

Collaborative Efforts of the Committee

Following the feasibility study conducted during the last consultation, evaluate the effort of the Committee to solidify the partnership in the context of the decentralization activity through

field visits to Lélouma, Dalaba, and a third prefecture where AGFC (an NGO that is a member of the advisory council) works, either Koubia or Dinguiraye. The purpose to monitor the progress in coordinating the activities as well as the human, material, and financial resources of these three entities.

TRAINING

The members of the committee need to hone their skills to successfully carry out current activities. Training should therefore be directly related to the initiatives of the committee. As much as is possible, key resource persons at the Ministries and other organizations should be invited to participate in the training.

Since the purpose of the training is to strengthen the skills of the committee members, it can be carried out in the Committee's office and thus significant material or financial resources will not be necessary:

- Definition of the role and consolidation of efforts of the Committee to develop a vision of girls' education. This vision must be revised in accordance with the role and activities of the Committee, and it must be coordinated with the policies of the MEPU-EC, with other ministerial departments (as well as the advisory council of the committee), and with the activities of the donor agencies and other participants working for equity in Guinea;

- Increase in institutional and individual capabilities to achieve these goals in a more effective manner. This includes developing a strong knowledge and information base on girls' education in Guinea and coordinating teamwork among Committee members;

- Management, follow-up and evaluation of projects and programs in the context of the decentralization of the Equity Committee (including strategic planning, budgeting, and mobilization of resources) to prepare Committee members in Conakry to support local efforts and define a decentralization strategy for the short, medium, and long term;

- Advocacy for a national policy to promote equity and young girls' education;

- Training in research and action and the preparation of studies, including the development of tools for evaluation;

- Training for trainers in the girls' counseling and orientation programs and the decentralization programs;

- IEC training in the distribution of purpose of schooling, the goals to be achieved in terms of equity of access (gender, region, and zone) and outcome, and effectiveness of the school;

- Training in community mobilization;

- As a follow-up to the training on resource mobilization and management from UNICEF (planned for April 2000), organize activities to implement the strategies developed by the committee; and

- Other training as identified by the Equity Committee.

ORGANIZATIONAL ABILITY AND STRATEGIC PLANNING

The table below outlines the basic skills necessary to carry out activities in an efficient manner through organizational and strategic planning. The table is divided into three sections (management/operations, advocacy and relevant policies, and program management) and includes 20 categories. The sections correspond to the Committee's roles (as observed by the consultant), and the categories under each section indicate the types of capacities required for an effective management of tasks. The table is intended to facilitate the monitoring and evaluation of the progress of the Committee in achieving its goals.

Each category is evaluated on a scale of 0 to 5, with 5 being highest score. Five signifies the Committee's ability to carry out tasks independent of external assistance. An average value of 2.5 for each category, totaling 50, indicates that the Committee is functioning at a satisfactory level. In December 1999, the sum of the categories equaled 34.5, indicating the need for continual technical support and professional development.

Through long-term technical assistance, the total table sum should increase by 10 points every four months. This ranking will make it possible for USAID to evaluate the efficiency and impact of the consultation and therefore contribute to the decision of whether to continue the assistance. Every four months, the consultant will forward the table to USAID showing the total for each category with a report on progress achieved.

CATEGORY	SCORE (evaluated every 4 months)				
	Dec. 1999	Feb. 2000	June 2000	Oct. 2000	Feb. 2001
Management/Operations					
Leadership – Director recognized by members as well as by Ministry units and other organizations	3				
Team Spirit (effectiveness of teamwork)	2				
Availability of members	1.5				
Management of human resources and finances	2				
Management of information (communication among committee members)	1.5				
Organization (weekly meetings, in coordination with current programs)	1.5				
Logistical support – one computer and one printer in good condition	1.5				
Advocacy / Policies Affecting the Committee					
Support of the Cabinet / MEPU-EC	2.5				
Status of administrative proceedings (decree submitted to the Minister; memos to appoint the advisory board signed)	2				
Impact of political advocacy	.5				
Development of the vision and role of the Committee – drafting a leaflet and organization chart regarding the roles of the Committee	1.5				
Project Management					
Strategic Planning (research, study, preparation, completion, revision, collaboration, follow-up, evaluation, and sustainability of activities)	1.5				
Review of the Committee's plan of action (in relation to the skills of the members; update)	2.5				
Management of decentralization activity	2				
Community mobilization and visibility in rural zones	2				
Collaboration (meetings with other participants) and coordination of activities	2				
Follow-up of activities – to be determined	1.5				
Evaluation of activities – to be determined	1				
Preparation of studies – to be determined	1.5				
Creation of a data bank – to be determined	1				
TOTAL (estimate)	**34.5**	**44.5**	**55.5**	**65.5**	**75.5**

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DELIVERABLES

1. Submit work plan for the technical assistance, including a schedule of activities, within three business weeks following the start of the assignment. This plan must include reasonable deadlines for all items to be submitted to USAID/Guinea.

2. Review, in collaboration with the Equity Committee, the plan of action as well as the technical assistance plan for the year 2000 with regard to the Committee's current capacities. Submit revised plans to USAID/Guinea.

3. Prepare an interim training plan to reinforce individual skills as well as team-building efforts for the Committee. The plan should outline means for verification, expected results, and dates for each training session.

4. Report on training sessions conducted.

5. Review, with the Committee, the plan for collaboration specified in the third part of these guidelines and assist in conducting partnership-building activities.

6. Prepare the evaluation of the partnership effort.

7. Draft, in collaboration with the Committee, a plan of action as well as a technical assistance plan for 2001.

8. Submit and present progress reports on the consultancy every four months to USAID/Guinea and MEPU-EC. The report should include an updated evaluation using the table Evaluation of Organizational Ability and Strategic Planning and provide brief analysis of each criterion.

9. Submit the final report to both USAID/Guinea and MEPU-EC before the end of the technical assistance.

The Committee is responsible for forwarding a progress report to USAID/Guinea every four months. The report should briefly address the progress and concerns of the technical assistance.

RELATIONSHIPS AND RESPONSIBILITIES

The advisor will work directly with the officials of the MEPU; representatives of donor agencies, NGOs, and civil society; and USAID/Guinea Education Team members. The head of the Education Team shall be designated as the technical representative of the Contracts Office of USAID in Conakry.

The Equity Committee will provide an office/work space for the advisor. Before the start of the technical assistance, the Equity Committee shall ensure that the administrative procedures

required have been completed through the Ministry in order to allow the appointment of permanent members of the technical team as well as the members of the advisory council. The committee shall also ensure the availability of its members for a weekly meeting with the technical team as well as a meeting every two months with the advisory council of the Equity Committee. The committee must then provide a schedule of availability for its members to USAID and must inform USAID and the advisor at least one week in advance of any anticipated travel, and the corresponding absence of members from Conakry.

PERIOD OF PERFORMANCE

The estimated level of effort (awaiting confirmation of administrative procedures) is from February 15, 2000, through February 15, 2001.

LANGUAGE REQUIREMENT

The advisor shall have a minimum proficiency of French S-3/R-3. All deliverables shall be submitted in French.

LOGISTICAL SUPPORT

The advisor shall be responsible for all logistical support necessary to achieve the above results, including lodging, equipment, transportation, and per diem for government counterparts accompanying the advisor on any travel required outside of Conakry.

DOCUMENTATION AVAILABLE FROM USAID GUINEA AND WIDTECH

The following documents shall be made available to the advisor either before or upon arrival in Guinea:

Summary Evaluation of the Equity Committee of the Ministry of Pre-university Education and Civic Education. Moreau, Talaat (May 1999).

Technical Assistance Plan to the Guinea Equity Committee. Boyle, H. (July 1999).

USAID/WIDTECH Technical Assistance Plan to the Equity Committee of the Ministry of Pre-university Education and Civic Education. Marphatia, A. (December 1999).

Situational Analysis. EDC (November 1997).

USAID Impact Evaluation. Guinea Case Study (Abridged Draft). Sutton, M.; Tietjen, K; Bah, Amadou; Kamano, P (December 1998). Center for Development Information and Evaluation (CDIE).

Evaluation of the public awareness campaign. Fatou Rigolat.

Technical Assistance Program to Support the Girls' Education Activity in Guinea. Rihani, M. (December 1998). AED.

SAGE. Morin, R. AED/ Plan International Guinea.

USAID/Guinea's Country Strategy Plan 1997-2005.

SO3 Results Framework.

USAID Guinea's FY 1998 Annual Report AR4.

Evaluation of primary teaching in Guinea (LSA) Summary of conclusions and recommendations. AED (October 1999).

Decree No. 99 – Regarding Allocation and Organization of the Ministry of Pre-university Education and Civic Education (Draft).

Plan of Action of the Equity Committee (submitted to World Bank in December 1999).

APPENDIX I

PERSONS INTERVIEWED

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PERSONS INTERVIEWED

Government Officials

Equity Committee

Mrs. Passy Kourouma

Mrs. Kadia Doumbouya

Mr. Jules Delamy

Mrs. Mama Kanny Diallo

Mr. Sylla Kandet

Mrs. Nagnouma Sidibe

Mrs. Assïata Camara Traore (Guinean Association of Women Researchers or AGFC)

Ministry of Pre-university Instruction and Civic Education

Mr. Souare

Ministry of Secondary Education

Mr. Bernard Haoumou, National Director of the Secondary Education Unit

Ministry of Technical and Professional Training

Mr. Kaba

Head of Cabinet

Mr. Harouna Bérété

Statistical and Planning Services

Mr. Bakary Diawara

Representatives from Schools

Mrs. Camara Fatoumata Nana, teacher, Collège Boulbinet

Ms. Tall Maladhö, student at lycée 2 octobre and President of the girls equity club

Mr. Diallo Abdoulaye Diarouga, principal of lycée 2 octobre

Mr. Baldé Amadu Baîlo, principal of Collège de Boulbinet

Mrs. Sangaré Camara Namadia, teacher, Collège de Boulbinet

Mrs. Aminata Dore, Instructor at Sanoyah II

NGO and Donor Agency Representatives

Academy of Educational Development

Ms. May Rihani, Director of Girls' and Women's' Education, Washington DC

Ms. Karen Tiejen, Program Officer, Washington DC

Ms. Sys Morch, consultant

EDC

Mrs. Thelma Khelgati, Director of Guinea office

Mrs. Helen Boyle, Program Director, Washington DC

FEG/FAWE

Mrs. Hadja Djénébou Sampil

Plan International Guinea

Mr. Aly Badra Doukoure, Director

Mr. Ibrahima Ba, Program Officer

Ms. Oumoue Khairy Cherif, Journalist

UNESCO

Ms. Angela --

UNFPA

Mr. Younes Zanghlani

Dr. Kante Futamata

Mr. Sow, consultant

UNICEF

Mrs. Odile Akapa, Education Director

USAID/Guinea

Mrs. Talaat Moreau – Africa Bureau, Washington DC

Mr. Alpha Bah, Education Officer, Guinea

Mr. Douglas Lehman, Education Officer, Guinea

Mr. Lamine Sow, Education Officer, Guinea

World Food Program

Program Coordinator

Assistant Director

PERSONS MET DURING THE FIELD VISITS

List of Participants at Dalaba
Meeting on December 4, 1999, at the DPE

Last name	First name	Title
Sow	Aïssatou	Director of Goubhy
Diallo	Oumar Zély	DPSP Bodié
Diallo	Yayé Aminata	Director --- Centre
Diallo	Aissatou Billy	Director E.E. Tangama
Diallo	Mamadou Ditin	DPC of Dalaba
Mara	Lamine	Teacher at E.E. Sylé
Barry	Yaya	Director E.L. Kébaly Centre
Diallo	Amadou	Director E.E. Mitty-Mêdou
Diallo	Boubacar Dalaba	Director E.P. Dondé Mafaa

Baldé	Ammadou Baïlo	Director E.P. Kollakoye-Kaaya
Diallo	Mamadou Bobo	Teacher, Lycée Béhanzin
Camara	Raymond Laye	Contract employee
Diallo	Ibrahima Dalaba	Teacher
Souré	Oumou	Teacher
Diallo	Fatoumata	Teacher E.E. Alpha Yaya
Karim	Keïta Abdoul	SAAF DPE
Baldé	Hassane	DPSP Kaukalabé
Diallo	Alpha Oumar	DPSP Koba
Diallo	Oumar	Principal Collège Kebaly
Oury	El Hadj Diallo Mdou	CFC Coordinator
Sadio	El Hadj Condé	DPSP Ditinn
Touré	Satenin	DPSP Mafara
Sow	Alaremy	DPSP Kebaly
Bah	El Mdou Salion	Animateur G'ed DPE
Barry	Ousmane	Teacher, Ecole Sily
Alsemy	Iofana	Principal Collège Central
Baldé	Hady Kamkalabéa	Head Teacher Lycée Béhanzin
Barry	Yaya	Prefecture Library Director.
N'Doury	Drame Mbembo	Teacher, Ecole Alpha Yaya
Diallo	Ibharima Sary	Assistant Personnel Mgr.
Koly	Keïta Mamadou	Prinicpal Collège Ditinn
Messé	Diawara	Prinicpal Collège Bindy
Diallo	Mariana Diouldé	Director, A.C.T. Center
Barry	Thierno Habib	Elem. Section Head / DPE
Daillo	Oudou Salion	Secondary Section Head / DPE
Camara	Maguette	Assistant Literacy Section Head / DPE
Sow	Néné Adama	Director, Women's Issues
Bah	Nafissatou	Director, Sisal II Center

List of Participants at Lélouma
Meeting on December 6, 1999, at the DPE

Last name	**First name**	**Title**
Diallo	Aliou	Scheduling Assistant
Diallo	Mamadou Malal	Head of Office
Diallo	Abdoul Gadiry	Head of Planning Office
Diallo	Mahmoudou Dembaye	Director, CFC
Diallo	Mamadou Dian	Coordinator, CFC
Diallo	Mamadou Cellou	Coordinator, NFQE
Diallo	Amadou Yéro	SAAF
Bah	Aïssatou	Literacy Assistant
Diallo	Mamadou Chérif	Director of Private Schools
Kanté	Amadou	Administrative Assistant

Diallo	Thierno Fordé	Examinations and Transfer Office
Diallo	Aldiouma	Secondary Instruction, Head of Section
Keïta	Souleymane	Literacy Coordinator
Barry	Abdoul Gadiry	Franco-Arab Coordinator
Diallo	Assiatou I. (Mme)	Vice-President, Local Alliance – DPE
Diallo	El Hadj Abdourahmane	Educational Promoter
Diallo	Houmamatou	Member, Maraîcher Group

MEMBERS OF THE EQUITY COMMITTEE'S ADVISORY COUNCIL

Name	Employer
1. Tamsir Diallo	INRAP/MEPU
2. Zouty Beavogui	SSP/MEPU
3. Nènè Fatou Barry	DNES/MEPU
4. Fatoumata Diallo	MESRS
5. Saran Seck	MASPFE
6. Dr. Balla Camara	Santé Scolaire
7. N'Bémba Samba Diakite	MEF
8. Angéline Beavogui	MJSEC
9. Fatoumata Bah	SNPRV/MAEF
10. Mrs. Camara Aissata Traore	Guinean Assoc. of Women Researchers
11. Mr. Sékou Kaba	Secretary General

CURRENT ACTIVITIES OF THE EQUITY COMMITTEE AND CORRESPONDING RESOURCES

(Prepared by Mrs. Kourouma, in collaboration with the Committee)

1. Publication of the Bulletin "Fille Education" ["Girls' Education"] by the Equity Committee. The editorial board composed of members of the Committee, Plan International Guinea, UNICEF, the National Literacy Council and a journalist. The

Coordinator is the director of publication. This editorial board generates the articles, which are then reviewed during meetings before being selected. UNICEF provides financing.

2. Preparation of a work plan to be submitted to the World Bank (January 2000 and June 2001). Mrs. Kadia Doumbouya, head of the Programs Unit is coordinating this activity. The entire Equity Committee team before submission for funding will discuss the resulting proposal.

3. Preparation of a work plan to be submitted for financing to the UNICEF Steering Committee during the annual meeting at Kindia, November 24 through 27, 1999.

4. The follow-up of the program "Orientation and Counseling for Girls" supported by UNESCO. Mrs. Sylla Mama Kanny Diallo is responsible for monitoring this activity. She participated in the recent workshop-seminar for trainers held in Abidjan with Mr. Sékou Gadiri Cinde, head of the Counseling and Orientation for Secondary Education. They are expected to conduct training of trainer sessions with other organizations in Conakry.

5. Follow-up on the design and production of an Equity Committee calendar "Equité An 2000", financed by The World Bank. Mr. Sylla Kandet, head of the Documentation Unit, is responsible for this item.

6. Preparations for the on-site visit for establishment of the equity sub-committees. Mr. Jules Delamy has made contacts to rent a vehicle.

7. Contacts made for meetings for Ms. Marphatia organized by the Director of the Equity Committee. Mr. Sylla Kandet and Mr. Jules Delamy prepared a schedule of visits. It was then adjusted based on the availability of people to be contacted.

   - These meetings will include people working for the Ministry, local and international NGOs and donor agencies.

8. Discussion of the role of the committee on three levels:
   - Discussion of the role of committee members and how best they can carry them out;
   - discussion of the Committee's role vis-à-vis the government (on a political and institutional level, on how to advocate support from the government);
   - proposal for possible coordination of activities with other NGOs (such as setting up sub-committees and in cooperation with the local and national alliances and girls club of Plan International Guinea, coordination of activities of the NGOs, a lobby forum to advocate funds for projects focusing on equity).

APPENDIX II

REPORT ON TRAINING SESSIONS CONDUCTED

REPORT ON TRAINING SESSIONS CONDUCTED

I. Workshop on Identifying the Roles and Responsibilities of the Equity Committee. ***December 17, 1999.***

The following persons attended the training session: Mrs. Passy Kourouma, Mrs. Kadya, Mr. Kandet Sylla, Mrs. Ernestine Samuel, Mrs. Assiata Camara Traore, Mrs. Nagari Sidibe and Mrs. Mama Kanny Diallo. Mr. Jules Delamy was unable to attend.

Identification of roles and responsibilities of the advisory council:

The Committee's advisory council will be comprised of 17 members appointed by the Ministries, MEPU-EC units and NGO representatives. The Committee expects the administrative procedures formally creating the Council will be completed by the end of January 2000.

The advisory council will provide technical support at the programmatic level for projects related to girls' education. This support will include training and information gathering on girls' education data. The purpose of this Council is to promote collaboration among the Equity Committee, various education ministries and NGOs and to build an effective partnership for implementing sustainable projects.

The larger Committee (comprised of the "technical or core team" the Advisory Council) will meet on a monthly basis. The purpose of this meeting is to report on activities conducted by the Committee and decentralized sub-committees. The goal is to define a common, shared vision for the targeted activities, and to develop a strategy for implementing these activities. This exchange of experiences will be important not only in order to avoid duplication of efforts and to promote collaboration, but also to identify constraints and obstacles and to gain insight on achieving positive results.

Two training sessions were identified in order to establish the advisory council: one session on the expectations of the council members and one session regarding follow-up and evaluation of the tasks assigned to the advisory council.

The resources necessary for management of the advisory council are: one conference room, one telephone and one photocopier (or free access to a copier and supplies, i.e. paper, folders, etc.). An operating budget to produce reports for circulation will also be necessary.

How to make the Committee more effective and visible?

First and foremost, the following administrative procedures must be completed:

- Letters appointing members of the technical and advisory councils – signed December 17, 1999, now awaiting formal nomination
- Decree confirming the advisory body (date to be determined)
- Decree creating the committee (date to be determined)
- Decree of the charter defining the roles and responsibilities (date to be determined)

The roles and responsibilities of the Committee fall under three broad areas:

1. Coordination of all activities related to girls' education on a national level:
- Conduct studies and research
- Follow-up (evaluate) activities of implementing organizations
- Manage a data bank

2. Advocating for a national policy on girls' education/equity:
- Develop relationships between the education ministries and other partners
- Promote awareness among political opinion leaders
- Resume contact with the PADES coordinator to reform the MEPU-EC; MESPS and METFP regarding the role of the Committee
- Distribute activity reports to the three Ministries
- Distribute an informational memo to inform the regional/district officials about the Equity Committee

3. Implementing programs and projects
- Informing interested parties

Constraints	**Responsible Unit**
Administrative constraints • availability of full-time members • insufficient members (10 expected)	Lobby MEPU-EC and other units
Lack of logistic resources • lack of travel funds • operating budget	MEPU-EC and donor agencies

II. Workshop on Project Development and Management Related to Decentralizing the Equity Committee

The first training session to help organize the decentralization activity was held with Committee members on November 18, 2000.

Activity: The sub-committees or district level Equity Committees are composed of key community members and NGO participants working on children's and girls' education in rural areas.

Objective of training: The workshop was centered on a discussion and the preparation of a work plan to set up sub-committees in ten prefectures: ("+" indicates prefectures where educational promoters are in place and "*" indicates the place where the "local alliances" of Plan International Guinea are working) and "=" indicates places where the NGO AGFC (from which Mrs. Traore is a member of the committee, the advisory council) is implementing projects.

Prefectures where the sub-committees will be set up:

1. Beyla +
2. Mandiana (one promoter was replaced) + =
3. Kouroussa =
4. Dinguiraye + •
5. Dalaba
6. Mali • =
7. Koubia + =
8. Lélouma + • =
9. Gaoual
10. Télimélé •

Each sub-committee will be composed of five members:

1. Two educational promoters (community leaders)
2. One representative of a women's group/organization
3. One representative of an educational institution
4. One representative of the APEAE

Each equity club will be comprised of five members:

1. Two girls
2. One boy (class monitor)
3. One teacher
4. One female role model (mother of children attending school)

Responsibilities of educational promoters, equity clubs and introductory training:

Request that each sub-committee and club identify problems related to girls' education in their area and propose creative solutions.

Guidelines for educational promoters and equity clubs were prepared by Mrs. Passy Kourouma and are currently being drafted.

Decentralization Training – Installation of Equity Clubs and Sub-committees

Thursday, November 25, 1999

Representatives of the secondary education unit as well as high school teachers and the president of a girls equity club in Conakry were regrouped to assist the Committee plan and establish objectives for the decentralized structures.

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Participants

Mr. Bernard Haoumou, National Director of the Secondary Education Unit
Mrs. Camara Fatoumata Nana, teacher, Collège Boulbinet
Ms. Tall Maladhö, student at lycée 2 octobre and President of the girls equity club
Mr. Diallo Abdoulaye Diarouga, principal of lycée 2 octobre
Mr. Baldé Amadu Baîlo, principal of Collège de Boulbinet
Mrs. Nagnouma Sidibe, secretary, Equity Committee
Mrs. Kadia Doumbouya, Equity Committee member
Mrs. Camara Aïssata Traore, Equity Committee member
Mrs. Sangaré Camara Namadia, teacher, Collège de Boulbinet
Mrs. Aminata Dore, Instructor at Sanoyah II

The training was led by Ms. Akanksha A. Marphatia, USAID/WIDTECH consultant to the Equity Committee.

Report
(prepared by Mrs. Kadia Doumbouya and Ms. Akanksha Marphatia)

The purpose of the meeting was to share experiences and discuss the establishment of equity clubs in schools. Discussions took place in an atmosphere of frank collaboration and amiability. Objectives were identified as the following:

- Once identified, establish objectives based on current problems and obstacles;
- Plan strategies for achieving these goals; and
- Outline expected results, such as increasing awareness among girls of their future.

Testimony of high school student Ms. Tall MALADO of October 2 was edifying. She explained that girls are confronted with numerous limitations but that they were capable of correcting their own and others' problems. The most prevalent obstacles they face are:

- Various forms of complexes related to self confidence, performance in schools, stereotypes;
- Irregular attendance; and
- Lack of motivation and energy to participate in lectures;

The most important lesson to be drawn from this meeting is that the creation of school based equity clubs is one of the most dynamic means for promoting girls' success in secondary schools.

The importance of these clubs resides in the fact that they allow the girls to express themselves clearly and to openly communicate problems they are facing, discuss them and propose adequate solutions.

The meeting ended with a recommendation that the current team meet once the Committee has returned from its mission of establishing equity clubs to discuss next steps.

I. Identification of girls' problems with school retention and completion

Identification of girls' problems with school retention and completion

1. Problems related to self-confidence
   - Lack of motivation
   - Feeling of sufficiency
   - Relationship between girl and boy
2. Constraints related to traditional societies
3. Socio-economic environment
   - Poverty
   - Transportation
4. Lack of sexual education
   - Early marriage
   - Early pregnancy
   - Sexual harassment
   - Puberty
   - Over-aged children
5. Lack of school infrastructure
   - Classroom
   - Sports facilities
6. Family/parental problems
   - Effect of parents on education changes girls' mindsets
7. Lack of appropriate pedagogical tools
   - Behavior of teachers towards girls
   - Appropriate instructional equipment
8. Cultural problems
   - Impact of media
   - Interpretations of religious beliefs

II. Objectives of equity clubs

Overall goal: *to maximize education and the success of girls in school and to overcome the various problems as identified by girls.*

Specific goals: Address concerns girls have in relation to:

- Their peers at school
- Their education and regular attendance at school
- Motivating girls to stay in school, commit themselves to their studies and participate in school life
- Family interactions and the social environment
- Making parents aware and communicating girls ability to succeed in school
- Involving (inform, sensitize, and encourage participation) community in improving schools

III. Strategies to respond to problems outlined in Section II

1. Meetings with relevant persons to educate in regards to gender and equity
- APEAE
- Students
- Teachers
- The community
- District level and community level officials
- Others (NGOs, for example)

2. Organization of cultural activities
- Conferences
- Games
- Work in groups

3. Hold special workshops to build capacity in
- Banning discriminatory practices
- Course revisions
- Group work
- Presentation

4. Monitoring program to evaluate girls school performance

5. Creation of school-based funds

6. Provisions of sexual education courses

7. Organization of forums of communication for girls to voice their problems

IV. Expected results

- Raising awareness among girls for education
- Bring girls to the same level as boys

V. Review of Equity Committee's work plan to set up equity clubs and sub-committees

Each sub-committee will have five members:

1. Two educational promoters (community leaders)
2. One representative of a women's group/organization
3. One representative of an educational institution
4. One representative of the APEAE

Each equity club will have eleven members (to be adapted based on local situation):
1. Five girls
2. Three boys
3. One male teacher
4. One female teacher
5. One female role model

VI. Follow-up and evaluation

Once the committee has set up the sub-committees and equity clubs, this group will meet to identify training sessions and to create guidelines for monitoring activities. The next meeting is planned for December. A separate meeting with Ms. Tall Maladhö was also planned.

VII. Roles and responsibilities of the Equity Clubs

Goal: To promote awareness (through meetings, etc.) of gender equity and equality issues among students, teachers and parents.

Equity clubs have the role of:
- Motivating girls to stay in school longer and to succeed in their studies
- Encouraging parents to participate in school life
- Organizing cultural and sports activities
- Organizing meetings with all the people involved in the life of the school
- Creating apprenticeship activities

Desired characteristics of each participant:

Students: Chosen from the best students. He/she must be committed, energetic and listened to by peers
Teachers: Hard working and open to change
Female role model: A mother attune to the importance of academic success of her children in general and girls in particular. She should be dynamic, committed, influential, intellectual and someone who projects a good image of women.

Once the prefectures were identified, the consultant proposed a meeting with Plan International Guinea to discuss terms of collaboration between the Equity Committee and Local Alliances in the village Lélouma.

APPENDIX III

MEETING WITH PLAN INTERNATIONAL GUINEA REGARDING COLLABORATION BETWEEN THE LOCAL ALLIANCE AT LÉLOUMA AND THE EQUITY SUB-COMMITTEE

MEETING WITH PLAN INTERNATIONAL GUINEA REGARDING COLLABORATION BETWEEN THE LOCAL ALLIANCE AT LÉLOUMA AND THE EQUITY SUB-COMMITTEE

To plan the collaboration with Plan International Guinea in Lélouma, the consultant organized a meeting in Conakry. The meeting can be considered as a workshop on building synergy among partners.

Mrs. Passy Kourouma and Ms. Akanksha A. Marphatia from the Equity Committee and Mr. Doukoue and Mr. Ibrahima Ba from Plan International Guinea met on Monday, November 29, 2000 in Conakry.

Purpose of the Meeting:

The purpose of the meeting was to strengthen the partnership between the Equity Committee and Plan International Guinea and to avoid a duplication of activities implemented in Lélouma. The equity sub-committees should contribute to on-going efforts of the Local Alliance, whose initiatives have the same goals. A substantial amount of work has already been done at the prefectoral and regional levels to mobilize human, material and financial resources for girls' education in Lélouma. The problem is the lack of available resources for the local sub-committees' initiatives. After discussions and sharing of experiences, the group emphasized the most important aspects to consider for effective collaboration between the two groups are:

1. Take into consideration the different levels the local alliance (at the level of CRD) and the Committee (at the prefectoral level) work on;
2. Build a joint vision with the community in order to best use limited human and financial resources;
3. Resources are scarce; identify the resources necessary, how to mobilize them, and ensure sharing of these resources at the three operational levels, i.e. "expenses" (decision-making, policy and programmatic levels);
4. Give the people a tool for learning and actively participating in initiatives.

EVOLUTION OF THE LOCAL ALLIANCES

The local alliance in Lélouma is composed of parents, women, religious leaders, elected officials and businessmen. Depending on the region, the local alliance is in one of the following phases of its' development:

Infancy: The organization of the alliance has recently been established;
Adolescence: The alliance has developed a work plan including strategies for implementation and follow-up;

Adulthood: The alliance is capable of recognizing its resources to implement activities; Maturity: The alliance is able to not only determine its resources and identify needs, but it is also capable of seeking effective partnerships with other organizations.

According to Plan International Guinea, the local alliance in Lélouma is not yet at the level of building partnerships, either internally or externally. A pilot project between the alliance and sub-committee would meet the goal of assisting the Alliance in building partnerships. Both emphasized the importance of defining the initiatives in relation to the local situation and needs.

TERMS OF COLLABORATION BETWEEN PLAN INTERNATIONAL GUINEA AND THE EQUITY COMMITTEE

- In order for the activity to be sustainable, school representatives must work with the community;
- Image is essential; it is necessary that the officials on these committees come from the community itself and not from the ministerial level;
- Take into consideration potential conflicts of interest which may exist in these structures;
- Ensure sustainability – grasp elements which support and encourage these sub-committees and avoid those which could dissolve it;
- Integrate the notion of representation and mobility of people including the CRD's;
- The development of hierarchical relationships must be considered in setting up the committees or alliances; the goal is to create horizontal structures.

UNDERSTANDING THE DYNAMICS WITHIN THE COMMUNITY

- Encourage the community and their partners to focus on their own ideas on building support, identifying roles and constraints;
- Identify the axis of these committees. Help people to understand that the committee is created for their needs and that they need to share a joint vision with other initiatives, including creative ways of overcoming resource limitations. and
- Create and ensure a feeling of ownership of the process; the integration of this process will be ensured when this feeling is established.

DIFFERENTIATING BETWEEN VOLUNTEER AND COMPENSATED WORK

Most initiatives having volunteerism as their base have a tendency to disintegrate after leaders leave the area; so it is necessary to integrate volunteer structures into these new initiatives. Volunteer work is very different from compensated work. Crossing the barrier between the two is difficult because most people believe their participation in initiatives such as the sub-committee should be compensated.

Guiding principles of forming Sub-committees

- People must be included from the onset as participants and not simply as helpers or spectators;
- Engage people during formative discussions; focus on key elements that engage the community in their own development;
- Lance an open discussion on the vision and goals of the sub-committees with the community. Then request that the community to forward a list of participants;
- Request that the community identify people who can participate in the sub-committees for the long-term;
- Identify key resource-persons in the community, both at the prefecture (central) level and at the peripheral (community) level;

FOLLOW-UP

Plan International Guinea: Mr. Ibrahima Bah was invited to accompany the representatives of the equity committee to set-up the activity in Lélouma.

APPENDIX IV

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BIBLIOGRAPHY

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USAID Impact Evaluation. Guinea Case Study (Abridged Draft). Sutton, M.; Tietjen, K; Bah, Amadou; Kamano, P (December 1998). Center for Development Information and Evaluation (CDIE).

Technical Assistance Program to Support the Girls' Education Activity in Guinea. Rihani, M. (December 1998). AED.

Decree No. 99 – Regarding Authority and Organization of the Minister of Pre-university Education and Civic Education (Draft).

List of Members of the Equity Committee

SAGE. Morin, R. AED/ Plan International Guinea.

APPENDIX V

STATEMENT OF WORK:
START-UP PHASE RESULTS OF USAID'S TECHNICAL ASSISTANCE TO THE MEPU-EC EQUITY COMMITTEE
FQEL - PASE II

STATEMENT OF WORK:
START-UP PHASE RESULTS OF USAID'S TECHNICAL ASSISTANCE TO THE MEPU-EC EQUITY COMMITTEE
FQEL - PASE II

I. OBJECTIVE

The general objective is to produce the first critical results of a master plan for reinforcing the effectiveness of the Ministry of Pre-University and Civic Education (MEPU-EC) Equity Committee through focussed technical assistance. The consultant shall be largely responsible for preparing the Equity Committee to efficiently make use of an upcoming technical assistance package.

II. BACKGROUND

The purpose of the Education Strategic Objective (SO) is **to ensure that an increasing number of school-aged children receive, on a more equitable basis, an improved quality of primary education which adequately prepares them for a productive role in Guinean society.** This SO, together with three other SOs (Health, Natural Resource Management, and Democracy and Governance) support USAID/Guinea's Mission Country Strategic Plan (1998 ? 2005) and the goal of "Improved Economic and Social Well-Being of All Guineans in a Participatory Society."

Since 1990, USAID has contributed to a multi-donor effort to assist the Government of Guinea (GOG) to implement its primary education sector reform program in two phases. The first phase of the reform, 1990 - 1995, blended two assistance modes: Non Project Assistance (NPA), for bringing about policy and institutional change, and Project Assistance (TA), for supporting above changes with capacity building, and basic equipment. A primary concern was *increasing primary school enrollment*, which stood at 28% in 1990. Initially, USAID leveraged increased GOG budget share for primary education, and as a direct result, the GOG's allocation for its education sector budget rose from 13% of the national budget in 1989 to 26% in 1998. The period of 1995 through 1997, a bridging phase, USAID provided technical assistance to MEPU, in the areas of financial management, and budgeting; statistical data collection, analysis, and reporting; and educational planning. The main focus of this bridging phase was to complete activities initiated in phase one, and prepare for phase two.

The second phase of the GOG primary education reform program (1996 - 2000) focuses on improving the *quality and equity* of education, and increasing *local community participation* in school-level education management. USAID supports these goals as part of a multi-donor effort, through the Fundamental Quality and Equity Levels (FQEL) Activity. The three main emphasis areas are:

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(1) *Improving the MEPU-EC strategic planning, management, and decision-making capabilities*
(2) *Improving instruction in primary schools*

(3) *Improving opportunities for regional and gender equity in primary education*

Dialogue and analytical work to develop a long-term planning tool for the primary education sector is now in full swing, and the Ministry of Pre-University Education's Steering Committee has become an active leader in the process with the help of USAID's technical assistance. To improve classroom quality, USAID is supporting in-service teacher training and assisting in the production of low-cost teaching manuals and student materials. It is also contributing to eliminating biases and stereotyping in school materials and teaching methods as an important aspect of a curriculum development effort. A distance radio program for in-service primary school teacher training started in 1998 with USAID assistance.

To date, the US NGOs, World Education and Save the Children, have reached the parent teachers' associations of more than 150 communities in some of the poorest areas in Guinea, providing them with practical skills training to improve their capacity to support primary education in their communities. A review of World Education Program has been completed, and results are very encouraging. Save the Children is in the planning phase of its mid-term review which should be conducted in November 1999.

USAID helped the Ministry of Education's Equity Committee to carry out a highly successful social awareness campaign for the education of girls and rural children in the mid-1990's. USAID's Girls' and Women's' Education Activity works with the MEPU-EC's Equity Committee and a newly formed National Working Group for Girls' Education to develop, plan, and manage activities that increase girls' and rural children's participation in education.

Recently, USAID technical assessment developed a plan for further technical assistance to the Equity Committee. The plan is largely based on the Equity Committee's own action plan developed in 1998. The USAID Education Team is interested in moving quickly to begin providing technical assistance to the Equity Committee. The Team anticipates the arrival in early 2000 of a long-term advisor for the Equity Committee. Prior to this, during a bridging period, there is a window of opportunity to take the first critical steps to strengthening the Equity Committee's organizational capacity and to identify areas where immediate follow-on intervention is advisable.

III. EXPECTED RESULTS

The consultant shall be responsible for the following results:

A. An assessment of the Equity Committee's 1) ability to efficiently use resources currently available (equipment, office systems, personnel, etc.), 2) planning and organizational skills, and 3) scheduling of meetings (internal and external) and other consultations.

B. An interim training plan aimed at enhancing the Equity Committee's ability to make the use of additional technical assistance (including a concise summary of skills to be gained through the training, and the means of verification to be used at the end of the consultancy for determining whether the result is achieved);

C. Delivery of identified interim training;

D. Feasibility studies of at least two Equity Committee partnerships with other development organizations in rural Guinea. The feasibility studies shall be conducted jointly with at least two members of the Equity Committee.

E. A performance-based Statement of Work for a 12 month Equity Committee Advisor.

IV. DELIVERABLES

A. No later than ten working days after arrival in Guinea, the consultant shall submit documentation of results III.A and III.B listed above.

B. A report on the delivery of the training that shows that the results identified in the training plan (Result III.C) have been achieved.

C. Delivery of feasibility studies (Result III.D)

D. No later than 5 working days prior to departure from Guinea, the consultant shall formally present a draft of the Equity Advisor Statement of Work (Result III.E) in French to a joint MEPU-EC - USAID review team.

E. Prior to departure from Guinea, the consultant shall submit to the CTO a final version of Result III.E (in French) which incorporates feedback from the joint review team.

V. RELATIONSHIPS AND RESPONSIBILITIES

The consultant shall work in close collaboration with the MEPU-EC Equity Committee, and consult with other MEPU-EC entities as appropriate, as well as other donor organizations, NGOs and other education development stakeholders. The CTO for this activity is the USAID Guinea Education Team Leader or his designate.

VI. PERIOD OF PERFORMANCE

The estimated period of performance is October 4 to December 3, 1999.

VII. LANGUAGE REQUIREMENT

The consultant shall have a minimum proficiency of French S-3/R-3. All deliverables shall be submitted in French.

VIII. LOGISTICAL SUPPORT

The consultant shall be responsible for all logistical support necessary for the above results including, but not limited to, lodging, office space and equipment, transportation, per diem for GOG counterparts accompanying consultant on travel outside of Conakry.

IX. DOCUMENTATION AVAILABLE FROM USAID GUINEA

The following documents will be made available for consultation and/or photocopying upon consultants arrival in Guinea:

(1) Technical Assistance Plan for the Equity Committee; EDC/Helen Boyle
(2) Evaluation of the Equity Committee, AFR/SD/Talaat Moreau
(3) Evaluation of Guinea's Awareness Campaign for Girls' Education, CDIE/Margaret Sutton, Amadou Bah, and Karen Tietjen
(4) Project Grant Agreement for Project 675-0223: Education Sector Reform Project
(5) Project Grant Agreement for Project 675-0230: Fundamental Quality and Equity Levels Project
(6) USAID/Guinea's Country Strategy Plan 1997 - 2005
(7) SO3 Results Framework
(8) USAID Guineas FY 1998 annual report R4"
(9) Situational Analysis, EDC, November 1997

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